

Helen Zumaeta, M.S.Ed.

8th grade Spanish Intermediate-High level

Syllabus 2013-14

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Class Wiki: <http://trcsmslw.wikispaces.com>

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Course Description, Goals & Objectives

This **Intermediate-High level** course continues to focus on the Six Domains of Performance of the American Council of Foreign Languages.

- Comprehensibility (How well is the student understood?)
- Comprehension (How well does the student understand?)
- Language Control (How accurate is the student's language?)
- Vocabulary Usage (How extensive and applicable is the student's language?)
- Communication Strategies (How do they maintain communication?)
- Cultural Awareness (How is their cultural understanding reflected in their communication?)

As we explore the language with cultural authentic materials (art, food, fashion, architecture, news, etc) we will use three modes of communication for daily assessments:

- **Interpersonal Mode** is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.
- **Interpretive Mode** focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.
- **Presentational Mode** refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.

As a Language Other Than English (LOTE), we are able to further support ELA, by monitoring while discussing current events, or curriculum relevant topics that can be intra/interdisciplinary. (**Listening, Reading, Speaking, Writing**)

Assessment options:

<p>Performance</p> <ul style="list-style-type: none"> • Projects • Drawings • Demonstrations • Video/audiotapes • Oral presentations • Writing tasks • Debates • Interpretive mode activities • Interpersonal mode activities • Presentational mode activities <p>Media/Technology Advertisements, news reports, slide shows CD-ROM, newspapers, TV shows, clip art, magazines, Commercials, movies, screen-plays, videos, computer programs, multimedia presentations, scripts</p>	<p>Written examinations</p> <ul style="list-style-type: none"> • New York State Second Language Proficiency Examination • End-of-unit tests • Quizzes • Presentational Mode Activities • Interpretative mode activities <p>Speaking/Listening audio/videotapes, debates, oral reports, choral readings, discussions, speeches, presentations, story boards, narratives, scenarios</p> <p>Critical thinking Skills Analogies, crossword puzzles, graphic organizers, categorizing/classifying, decision making, graphs, self-discovery, cause/effect, homework research, compare/contrast, problem-solving, maps, puzzles, goal setting, reflection</p>	<p>Aural/oral comprehension</p> <ul style="list-style-type: none"> • Individual interviews • Small group activities • Paired activities • Interpersonal mode activities <p>Teacher observations</p> <ul style="list-style-type: none"> • Student involvement • Student cooperation • Interpretative mode activities • Presentational mode activities <p>Visual and Performing Arts artwork: dances, music, compositions, shows • painting, displays, drawings, flags, musical plays, record/CD/book covers, role plays, greeting cards, skits cartoons, illustrations, choral readings, photo, essays, photography, plays, masks, collages, mobiles, posters, comic strips</p>
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Class Rules and Expectations:

1. **Respect the class.** Always try to communicate in Spanish, in a respectful matter. Remember you are a leader and need to view the array of ethnicities with a critical eye.
2. **Respect your classroom.** Please, no food, gum, candy or drinks in the classroom. Food attracts bugs; drinks spill and make floors/desks sticky; gum ruins books and desks.
3. **Respect your classmates.** Be polite, always respect your peers. Listen to others during conversations, raise your hands in class discussions, and do not talk over others or during films.
4. **Respect your teacher.** Leave all electronics at home or in your locker. If you have an issue with me please speak to me privately. If we cannot solve the issue together, please contact the School Support Staff or have your parent/guardian contact me.
5. **Respect yourself.** Come prepared for class every day. Be punctual (on time). Find out about missed assignments from you classmates, teacher if you miss class.

Grading/Evaluation

Assessment	Percent of Grade	Grading Scale (%)	
Classwork	15%	94-100	A
Homework	10%	90-93	A-
Exams and Quizzes	25%	87-89	B+
Participation	30%	84-86	B
Projects and Presentations	20%	80-83	B-
	100%	77-79	C+
		74-76	C
		70-73	C-
		67-69	D+
		64-66	D
		60-63	D-
		0 - 59	F

Class Policies: Grades and Student Expectations

Classwork/Homework: Classwork and Homework are checked every time the class meets. If a student does not complete any particular Classwork assignment or Homework, said student will receive a grade of 45. **A GRADE OF 45 = 0**

Late Work: All students are expected to do hand-in all work on time. If the student does not have the work when the teacher asks for it, it is considered late. Leaving work at home, another classroom or in a locker is not an excuse; the work is still considered late. If a student has been absent, they have one extra class day to complete the missed work, after that it will not receive credit. If there are any questions or concerns, please communicate with the teacher.

Extra-Credit: There will never be any extra-credit assignments given. All students are expected to do all work in order to pass the class. Extra-Credit opportunities might be available in some exams and/or quizzes.

Group-Work: Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the teacher with a suggested grade for every other member of the group, and the teacher will assign a grade that is informed by those suggestions. Once formed, groups cannot be altered or switched, except for reasons of extended illness.

Attendance Policy: Students are cannot be absent more than 10% of the total days the class meets. Absences affect the comprehension of the content taught. Students are expected to complete all work missed during absence; this includes any classwork and homework. All lessons and homework assignments can be found on the site:

www.trcsmshw.wikispaces.com under the teacher HELEN and the name of the class.

Professionalism Policy:

-Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their class grade. If the behavior is continuous, the students' parent/guardian will be contacted as well as Student Support.

-Students who are caught copying and/or giving others their work will be given a ZERO for the assignment. If it becomes an on-going occurrence parents and Student Support will be contacted.

-Students who are caught cheating on an exam/quiz will automatically be given a grade of ZERO and a letter about their academic dishonesty will be put on their permanent record.

Text, Books, Readings, Materials

Textbook: ¡Así Se Dice! 2 (Conrad J. Schmitt)
¡Así Se Dice! 2: Workbook and Audio Activities (Conrad J. Schmitt)

Websites: www.wordreference.com
www.glencoe.com

Class Topics

September & October- Un Repaso: El año pasado (*A Review: Last Year*)

In these preliminary lessons the students will:

- Review the work assigned in the summer
- Discuss the topics covered last year
- The Preterit tense of regular –AR verbs
- The Preterit of IR and SER
- The Present tense of –GO verbs
- The Present Progressive tense
- Direct object pronouns
- Take a mock Spanish Regents Exam.

Geography:

- Review of the locations of countries and capitals of North America, Central America & Spanish Caribbean
- Review of the locations of countries and capitals of South America, Europe & Africa

November & December- ¡Una rutina diferente! (*A Different Routine*)
Students will:

- Identify more parts of the body
- Talk about daily routines
- Discuss backpacking and camping

Students will use:

- The Reflexive Verbs
- The Irregular Reflexive Verbs
- Commands using “favor de”

Cultural Readings:

- Los mochileros (*backpackers*)
- El camping (*Camping*)

January & February- En tren (*By train*)

Students will:

- Use vocabulary related to train travel
- Discuss interesting train trips in Peru and Mexico

Students will use:

- The Preterite tense of irregular verbs.
- The Present tense of the verb DECIR (*to say*)
- Prepositional pronouns

Cultural Readings:

- Viajes ferroviarios fabulosos (*Fabulous Train Travels*)
- De Panamá a Colon en tren (*To Panama to Colon by Train*)

March & April- En el Restaurante (*In the Restaurant*)

Students will:

- Order and pay for a meal at a restaurant
- Identify more foods
- Identify eating utensils and dishes
- Discuss restaurants in Spain and Latin America

Student will use:

- Stem-changing verbs in the Present and the Preterite
- Adjectives of nationality
- The Passive voice with the pronoun SE

Cultural Reading

- Restaurantes de España y Latinoamérica (*Restaurants in Spain and Latin America*)
- ‘Sé lo que pedi’ (*“I Know What I Ordered”*)

May- ¿Qué se celebra? (*What is Celebrated?*)

Students will:

- Talk about several Hispanic Holidays
- Compare holidays that they celebrate to those in some Spanish-speaking countries

Students will use:

- The Imperfect tense of regular –AR verbs
- The Imperfect tense of regular –ER & -IR verbs
- The Imperfect tense of irregular verbs

Cultural Reading

- Unas fiestas hispanas (*Hispanic Celebrations*)
- La Nochevieja en España (*New Year's Eve in Spain*)

junio- Preparación: examen de adiestramiento en español del estado de NY
(*Preparation: NYS Spanish Regents Examination*)

Comprensión Auditiva (*Listening Comprehension*)

- Los estudiantes aprenderán estrategias para ser exitosos en esta sección del examen. (*students will learn strategies to succeed in this section of the exam*)

Comprensión de Lectura (*Reading Comprehension*)

- Los estudiantes practicarán la lectura de artículo/anuncios con preguntas de comprensión. (*The students will practice the reading of articles/advertisements with comprehension questions*)
- Los estudiantes practicarán la lectura de ensayos con preguntas de comprensión. (*The students will practice the reading of essays with comprehension questions*)

Escritura (*Writing*)

- Los estudiantes aprenderán la estructura de una carta y la practicarán escribiéndolas. (*students will learn the structure of a letter and will practice writing letters*)
- Los estudiantes aprenderán como escribir un relato con una ilustración y practicarán escribiéndolo (*students will learn how to write a story with an illustration and will practice doing so*)

Conversación (*Conversation*)

- Los estudiantes practicarán conversaciones guiadas con exámenes estatales previos. (*Students will practice their speaking thru guided questions from previous Regents exams*)

PLEASE NOTE:

The class topics on this syllabus may not all be covered. The teacher may extend a particular unit to clarify topic and structures to the students and will not continue until the class has mastered the content. This may result in not covering all of the content originally intended.